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ABSTRACT

This program involves an exchange of faculty and students between the university and two English colleges of education--Berkshire in Reading and Coventry. The student exchange, one semester in length, is limited to juniors who are pursuing a professional teacher education curriculum; their English counterparts, also in teacher education, are second-year students in a three year program. During their residence at the host institution the exchange students carry a full academic load. In addition to their regular classes, school visits and field trips are planned for them. The faculty exchange, 1 year in length, is open to all departments of the three institutions. Each exchange professor teaches, serves on the exchange committee at the host institution, and advises exchange students from his home institution. Eastern Michigan's exchange with Berkshire began the program in the fall of 1966; the exchange with Coventry started in 1970. (The report includes copies of the evaluation questionnaires for English and American students.) (Author/RT)

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Faculty-Student International Exchange Program

AACTE Award for Excellence in International Education

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EASTERN MICHIGAN UNIVERSITY

Faculty-Student International Exchange Program

Summary Statement

The Faculty-Student International Exchange Program provides for an exchange of faculty and students between Eastern Michigan University and two British Colleges of Education; Berkshire College of Education, Reading, England and Coventry College of Education, Coventry, England.

The student exchange, which is on a one-to-one basis, is one semester in length. During the fall semester students from Eastern Michigan University and Berkshire College of Education participate in the exchange, while the spring semester exchange involves students from Eastern Michigan University and Coventry College of Education. Participation in the program is limited to students at Eastern Michigan University who are pursuing a professional teacher education curriculum and who hold junior academic standing. The English exchange students are also pursuing a professional teacher education curriculum and are second-year students in a three-year program.

During their residence at the host institution the exchange students carry a full academic load. In addition to their regular classes, school visits and field trips are planned for the students.

The faculty exchange, also on a one-to-one basis, is one year in length and is open to all departments of Eastern Michigan

University and the British Colleges of Education. During his stay at the host institution, the exchange professor is responsible for teaching duties, serves on the exchange committee at the host institution and advises the exchange students from his home institution.

The exchange between Eastern Michigan University and Berkshire College of Education began in the fall of 1966 while the exchange with Coventry College of Education began in the spring of 1970.

EASTERN MICHIGAN UNIVERSITY

Case Study: Faculty-Student International Exchange Program

BACKGROUND

During 1963-64, a group of faculty members of the Education Department at Eastern Michigan University developed a proposal for an exchange program between Eastern Michigan University and a British College of Education or a Department of Education in an English University. After the proposal was approved by the Education Department and administrative officials at Eastern Michigan University a team of four faculty members from the Education Department was selected to explore means of implementing the proposal.

The proposal called for an exchange of students between Eastern Michigan University and an English College of Education or University Department of Education on a one-to-one basis for one semester and an exchange of faculty for one year. The proposal also limited student participation to those Eastern Michigan University students who were pursuing work on a professional teacher education curriculum. This limitation was established for two reasons: 1) Eastern Michigan University has been historically a teacher preparation institution and this was in 1964 and still is one of its major functions, 2) The English Colleges of Education and University Departments of Education are single purpose institutions and all of their students are on teaching curricula.

To explore the feasibility of such a program letters were sent to several Colleges of Education and University Depart-

ments of Education in England explaining the proposal and requesting an indication of interest in involvement in such a program. Positive responses were received from several of the English institutions.

As a result of the positive responses, the four team members were sent to England for one month in the spring of 1965 to visit those colleges and universities which had expressed the greatest interest. During this period, fifteen institutions were visited. Discussions with faculty and administrative officials at these fifteen institutions led to four major conclusions.

1) Since the teacher education program at the University Departments of Education in England is a one-year post-degree course, the Departments of Education were somewhat reluctant to have their students pursue half of their course of study at an American institution. The Colleges of Education, which provide a three-year post-secondary school program, were more inclined to have their students pursue one-sixth of their course at an American institution.

2) It was concluded that financial arrangements for the students should be made as uncomplicated as possible. The best resolution seemed to be that all fees for tuition and board and room should be paid by the students to their home institutions. Since the student exchange would be on a one-to-one basis, this

arrangement would mean that the students from Eastern Michigan University would merely be changing places with the students from the English institution.

3) The financial situation of the English exchange students would be such that part-time employment on campus would be necessary for them during their stay at Eastern Michigan University.

4) It was also concluded that the exchange professors be paid their regular academic salaries by their home institutions. However, because the salaries of the English instructors were lower than those of American professors, it was felt that the salary of the English exchange professor would need to be supplemented by Eastern Michigan University to provide ample income to counteract the higher cost of living in Ypsilanti.

Upon return to Eastern Michigan University the team reported its findings and conclusions to the Education Department and administrative officials and recommended that an attempt to implement an experimental program with Berkshire College of Education[1] by pursued.

The first exchange with Berkshire College of Education took place during the fall semester of 1966 and involved four students from Berkshire College of Education and five from Eastern Michigan University. The faculty exchange also began in 1966. The data following give the number of students and

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[1]In 1965, the name of this institution was Bulmershe College of Education. The name was changed to Berkshire College of Education in 1969.

faculty who have participated in the program between Eastern Michigan University and Berkshire College of Education from 1966 to 1970.

Year	Students from Berkshire	Students from Eastern	Faculty from Berkshire	Faculty from Eastern
1966-67	4	5	1	1
1967-68	8	8	1	1
1968-69	13	11	1	1
1969-70	10	12	1	1
1970-71	15	15	1	1

During 1969-70 arrangements for a second exchange program were completed following the same pattern used in the exchange with Berkshire College of Education. This exchange involves Coventry College of Education. The semester exchange of students takes place during the spring semester. The faculty exchange, as in the case of Berkshire College, is for one academic year and begins in the fall. However since the initial exchange with Coventry College of Education began in the spring semester, the first faculty exchange was for one semester.

During the spring semester, 1970, ten students from Coventry College of Education and nine from Eastern Michigan University participated in the program. During the spring semester, 1971, ten students from Coventry College of Education and eleven from Eastern Michigan University will participate. In both 1969-70 and 1970-71, one faculty member from each institution participated in the exchange.

OBJECTIVES OF THE FACULTY-STUDENT INTERNATIONAL EXCHANGE PROGRAM

1. To further the international exchange of ideas and practices in teacher education.
2. To enrich the informational and material resources of Eastern Michigan University in international education.
3. To enrich the human resources of Eastern Michigan University through the contributions of faculty and students with international educational experiences and commitment.
4. To help students analyze significant issues in world affairs.
5. To provide opportunity for more staff members and students to develop a broader frame of referemce by which to more carefully evaluate their own educational system.
6. To help visiting staff and students understand selected aspects of American culture.
7. To influence practices in public school classrooms as a result of the travel experiences of teachers.
8. To evaluate on a continuing basis the total program of the university in international exchange by a broadly representative group.

THE PROGRAM

Student participation in the Faculty-Student International Exchange Program is limited to students of Eastern Michigan University who hold at least junior standing and who are pursuing a professional teacher education program. Since British Colleges of Education are single purpose institutions, all of the British students are preparing to become teachers. The British exchange students are second-year students in a three-year program at their respective institutions and consequently are at approximately the same point in their professional preparation as their American counterparts.

The student exchange is one semester in length. The students who participate in the fall semester exchange arrive at the host institution in September and return to their home institution at the end of January. The Eastern Michigan University students who participate in the spring exchange arrive at the host institution in late January and complete their studies there by mid-June. The British students who participate in the spring semester arrive at Eastern Michigan University in early January and complete their studies at the end of the spring semester.

During their period of residence at the host institution, students live in dormitories on the campus. Since the British students who participate in the spring exchange arrive at Eastern Michigan University before the end of the fall semester, accommodations are not available in university housing until the beginning of the spring semester. During this interim

these students are placed with host families near the university campus who provide them not only with board and room but also with the opportunity of being a part of an American family for a four-week period.

The faculty exchange is one year in length. During his stay at the host institution, the exchange professor is responsible for teaching duties and participation on the exchange committee at that institution. During the semester students from his home institution are in residence at the host institution he is also responsible for serving as their advisor.

Since the exchange program is designed exclusively for students in teacher education, most of the exchange professors have been members of the Department of Education. However, the faculty exchange is open to all departments of Eastern Michigan University and British Colleges of Education. To date there has been one exchange between a member of the Geography Department at Eastern Michigan University and the Geography Department of Coventry College of Education. In 1971-72, it is anticipated that the faculty exchange will involve the Chemistry and Music Departments.

SELECTION OF STUDENTS

The student participants from Eastern Michigan University must be of junior standing and have successfully completed one of the educational foundations courses, Human Growth and Development or Educational Psychology. The criteria for the selection of the students are grade point average, references from faculty and performance in a personal interview.

The committee which interviews the prospective participants consists of the Dean of International Studies, the Chairman of the Social Foundations Division, at least two faculty members from the Faculty-Student International Exchange Committee, the British exchange professors, and at least two Eastern Michigan University students who have been exchange students at one of the British institutions in a previous semester.

The procedure used to select the British exchange students at the British institution is similar to that at Eastern Michigan University.

SELECTION OF FACULTY

For the faculty exchange an attempt is made to select a faculty member from Eastern Michigan University whose area of specialization matches as closely as possible that of the faculty member selected from the British institution. The Eastern Michigan University exchange professor is selected from applicants by the Head of the appropriate Department with the approval of the Dean of the College involved and the Dean of International Studies.

FINANCIAL ARRANGEMENTS

The one-to-one exchange of students has made it possible for students to pay all fees to their home institutions. Previous to departure, the American students pay their tuition and dormitory fees at Eastern Michigan University. The British students make the same arrangements at their home institution. No transfer of funds is made or is necessary between Eastern Michigan University and the British institutions since students are merely "changing places" for one semester.

Although American students are not allowed to be employed during their semester in England, the British students generally need to work to have sufficient funds for social and recreational activities during their semester at Eastern Michigan University. Consequently, employment which is limited to 10-12 hours per week is found on campus for the British students. Eastern Michigan University also provides health insurance and a $30.00 book allowance for the British students. American students in England also receive free health service.

In general, the cost of a semester abroad for both American and British students exceeds the cost of a semester at the home institution only by the amount of the round trip air transportation.

The salaries of the exchange professors are paid by their home institutions. The professor from Eastern Michigan University is paid his normal salary from his institution. The transportation costs for the Eastern Michigan University faculty

members are also paid by Eastern Michigan University. Since salaries in Britain are lower than those in American universities, it is virtually impossible for the British professor to meet expenses while in America on his regular salary. Consequently, Eastern Michigan University supplements the salary of each of the British professors by $5000.00 for the academic year and opportunities are provided for them to teach summer session courses if they so desire.

ADMINISTRATION OF THE PROGRAM

The major administrative duties for the program are shared by Dr. R.S. Gex, Dean of International Studies, and Dr. Erma Muckenhirn, Chairman, Social Foundations Division, College of Education. However, both faculty and student involvement in policy-making decisions is encouraged by participation on the Faculty-Student International Exchange Committee. Membership on the Committee is open to any faculty member of Eastern Michigan University, former Eastern Michigan University exchange students, current British exchange students and current British exchange professors. At times sub-committees, composed of members of the Committee, are appointed to investigate special problems and to make recommendations for their resolution.

The British institutions also have Exchange Committees which serve purposes similar to those of the Committee at Eastern Michigan University.

CURRICULUM

During their residence at the host institution exchange students carry a full academic load. At the English institution the American students do course work in education and their major or minor subject fields. Both of the British Colleges of Education have also provided a special course about English education and culture for the American students. The Colleges of Education also plan a program of school visits and other field trips for the American students.

When the American students have completed their study in England, assessments of their work are sent to Eastern Michigan University. The Eastern Michigan University students receive fifteen hours credit for their work in England. While the distribution of credit varies, students normally receive six hours credit in education and nine hours credit in other academic fields.

The English students normally enroll in five courses while at Eastern Michigan University. At least two of these courses are in education and one of the education courses is taken with the exchange professor from the students' home institution. The purpose of this course, in which only the English exchange students are enrolled, is to provide a specified time when the English professor is able to meet with the English students and to provide guidance for them in special projects which they may be required to undertake by their home institution. The remaining courses in which the students are enrolled are in their principal subject areas.

English students are expected to fulfill the same obligations in their courses as American students. However, in addition to the letter grade, each Eastern Michigan University professor in whose class an English student is enrolled is requested to write an assessment of the student. These assessments along with the letter grades are sent to the students' home institution.

In addition to class work a program of field trips including visits to schools and cultural sites is planned for the English students. Since the English students participating in the spring exchange arrive at Eastern Michigan University approximately one month before the end of the fall semester, it has been possible to place them in classrooms in the public schools in Ypsilanti for a three-week period. During this time the student spends the entire day, five days per week, in the classroom. Since only one student is placed in each classroom, he has opportunities to observe and hold discussions with the teacher as well as to teach small groups of students and in some instances to teach the entire class.

EVALUATION OF PROGRAM BY STUDENTS

The program is evaluated each semester by the students participating in it at that time. Near the end of the semester, the English students at Eastern Michigan University are asked to respond to the questionnaire attached in Appendix A. Upon their return from England, the Eastern Michigan University stu-

dents are requested to respond to the questionnaire in Appendix B.

The use of the questionnaire as well as discussions with students during the semester provide the Exchange Committee with a means of determining to what degree objectives are or are not being met and point to the changes which need to be made in the program.

APPENDIX A

EVALUATION QUESTIONNAIRE

FOR

ENGLISH EXCHANGE STUDENTS

EASTERN MICHIGAN UNIVERSITY

Ypsilanti, Michigan

To the English Exchange Students

Pursuant to our desire to continue improving the exchange program, we hope your responses will provide additional guidelines toward this end. We would, therefore, appreciate your cooperation in filling out this questionnaire.

Thank you.

The Faculty-Student International
Exchange Committee

A. BASIC INFORMATION

(1) Sex: M_____ F _____

(2) Name of college in country of origin:

_____

(3) Have you ever travelled to any other country before coming to the United States? Yes_____ No_____

(4) If the answer is "Yes" to the preceding question, please specify the appropriate answers below:

Country Visited	Year	Approximate Duration
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. ACADEMIC EXPERIENCE

(5) Please list below the courses in which you were enrolled at Eastern Michigan University.

_____

_____

_____

(6) Which one (if there is any) of the above courses would you consider most useful to you as a prospective teacher?

_____

(7) Please elaborate on your response to the preceding question (i.e. question #6). (You may continue writing at the back of this page if space is limited below).

(8) Which one (if there is any) of the courses listed in question #5 would you consider least useful to you as a prospective teacher?

_____

(9) Please elaborate on your response to the preceding question.

(10) Please indicate below any suggestions you might have on how the academic program in which you were involved could be strengthened to better meet the needs of prospective exchange students.

(11) How relevant do you feel was the academic program you had here to your particular program at your college of origin. For example, does it supplement well the program you have home, does it strengthen your preparation for any examination you might have to prepare for when you get back?

C. SOCIAL EXPERIENCE

(12) During your brief stay in this country, you have had the opportunity to interact with Americans and some aspects of American culture in various social settings. Aside from the more obvious contacts from dating, living in the dormitory or attending classes, please check below the activities in which you have been involved.

_____ As a guest in an American home.

_____ As a guest speaker in some functions outside the university.

_____ As a guest speaker in some of the classes within the university.

_____ Travel to other parts of the country.

_____ Others (please specify): _____

_____

_____

(13) On the basis of the preceding item, please indicate any suggestions you might have to improve the program in this regard. In other words, were there activities you would have wanted more of and/or activities arranged for you that could have been dispensed with?

(14) In terms of enhancing the understanding of American culture on the part of prospective exchange students, please comment on the suggestion that a more formalized study of various aspects of American culture (as in a seminar) should be provided for exchange students. Do you feel that such a seminar would have been worth your while, or would it have been redundant or repetitious of your experiences outside the classroom?

D. MISCELLANEOUS

(15) What briefly has this experience given you in terms of your impressions of an American university?

(16) What briefly is your impression of some of the American schools that you have been able to visit either as a guest or as a student teacher?

(17) Please state below any other comments that you would like to add which might contribute towards the improvement of the exchange program?

APPENDIX B

EVALUATION QUESTIONNAIRE

FOR

EASTERN MICHIGAN UNIVERSITY EXCHANGE STUDENTS

EASTERN MICHIGAN UNIVERSITY
Ypsilanti, Michigan

To American Exchange Students.

Pursuant to our desire to continue improving the exchange program, we hope your responses will provide additional guidelines toward this end. We would therefore appreciate your cooperation in filling out this questionaire.

Thank you.

The Student-Faculty International
Exchange Committee

A. BASIC INFORMATION

(1) Sex: M____F____

(2) Name of college in country of origin:

_____

(3) Have you ever travelled to any other country before going to England? Yes____No____

(4) If the answer is "Yes" to the preceding question, please specify the appropriate answers below:

Country Visited	Year	Approximate duration

B. ACADEMIC EXPERIENCE

(5) Please list the courses below in which you were enrolled at Berkshire or Coventry College of Education.

_____

_____

_____

(6) Which one (if any) of the above courses would you consider most useful to you as a prospective teacher?

_____

(7) Please elaborate on your response to the preceding question (i.e., question no. 6). (You may continue writing at the back of this page if space is limited below).

(8) Which one (if there is any) of the courses listed in question no. 5 would you consider least useful to you as a prospective teacher?

_____

(9) Please elaborate on your response to the preceding question.

(10) Please indicate below any suggestions you might have on how the academic program in which you were involved could be strengthened to better meet the needs of prospective exchange students.

(11) How relevant do you feel was the academic program you had here to your particular program at EMU. For example, does it supplement well the program you have at home.

C. SOCIAL EXPERIENCE

(12) During your brief stay in this country, you have had the opportunity to interact with English people and some aspects of English culture in various social settings. Aside from the more obvious contacts from dating, living in the dormitory or attending classes, please check below the activities in which you have been involved.

_____ As a guest in an English home.

_____ As a guest speaker in some functions outside the university.

_____ As a guest speaker in some of the classes within the university.

_____ Travel to other parts of the continent.

_____ Others (please specify):

_____

_____

_____

(13) On the basis of the preceding item, please indicate any suggestions you might have to improve the program in this regard. In other words, were there activities you would have wanted more of and/or activities arranged for you that could have been dispensed with?

(14) Evaluate the field trips. Which were the <u>most</u> worthwhile and which were the <u>least</u> worthwhile?

D. MISCELLANEOUS

(15) What briefly has this experience given you in terms of your impressions of an English College of Education?

(16) What briefly is your impression of some of the English schools that you have been able to visit either as a guest or as a student teacher?

(17) Please state below any other comments that you would like to add which might contribute towards the improvement of the exchange program. (You may also use the back of this paper).